

Top Kids @ Addiscombe

Inspection report for early years provision

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EY390512

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Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Top Kids at Addiscombe was re-registered in 2009. It is one of three clubs owned by Top Kids Club LTD. It operates from a community centre situated in a residential area of Addiscombe within the London borough of Croydon. There are two large halls with direct access to outdoor play space. Access is suitable for those who have mobility difficulties and is on the ground level.

The setting is registered on both the Early Years and Childcare Registers. Out of school care is provided for 90 children aged four years to under eight years old. There are currently 63 children on roll, of whom 10 are in the early years age group. The setting also cares for children up to 11 years. Children also have access to a holiday club at the setting. The group supports a number of children who have learning difficulties and/or disabilities and children who speak English as an additional language.

The after school club operates Monday to Friday during the school term from 15.00 to 18.00. During school holidays the group operates from 08.30 to 18.00. Children attend from local schools and there are walking and mini bus collections from local schools, including Monks Orchard, Ashburton Infants and Juniors, St. Thomas Beckett, South Norwood, Ryelands, Woodside Infants and Juniors. There are 10 members of staff, of whom over half hold appropriate child care qualifications.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. All children are welcome to attend and they are encouraged to take an active part in the running of the club. They are cared for in a comfortable and inclusive environment and enjoy a range of interesting activities, which ensures they are well occupied. The setting have begun to update their policies and procedures in line with the Early Years Foundation Stage (EYFS) requirements and make a continual review of the provision, which ensures continual improvements are identified and implemented.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop the systems for observation and planning for the children within the early years age group
- promote equality of opportunity by providing positive images that challenge children's thinking and help them develop respect for differences in culture, disability, ethnicity, gender, learning difficulties and religion.

The leadership and management of the early years provision

Children benefit from a consistent staff team who have clear roles and responsibilities and work together well. Effective recruitment procedures ensure that staff are appropriately qualified and vetted and are suitable to work with children, which helps safeguard children's welfare. All required policies and procedures necessary for the safe and efficient running of the club are in place and are in the process of been updated as the club is now under new management. Systems are in place to monitor and assess the club. For example, the staff team have begun to make use of the Ofsted self-evaluation form to identify future improvements and they have also asked the children for their views in the form of a questionnaire. They have already acted upon the children's suggestions, for example the mini bus is now cleaned each week. There are also plans for questionnaires to go home to all parents in September to gain their views/suggestions on the club.

Good systems are in place to ensure the premises remain secure at all times and staff follow established procedures to ensure the safe collection of children from the school. Daily safety checks are carried out on the premises, in addition to the regular risk assessments, and staff ensure any issues are addressed as they arise and the record updated. Good relationships are fostered with the parents and carers and staff ensure they are kept well informed of forthcoming activities and events. They receive a prospectus, regular newsletters and parents of the younger children receive a daily welfare report, detailing what the child has done at the club and any comments from their teacher. However, this system is in the early stages and the setting recognises the need to strengthen the systems for observations and planning for the children within the early years age range.

The quality and standards of the early years provision

Children are happy and settled. They know the staff well, are keen to involve them in their play and clearly enjoy their time at the club. A flexible routine of planned and child-initiated activities, both indoors and outdoors, provides learning opportunities in all areas of the curriculum. Children attend from different schools and they socialise extremely well. The older children show a positive attitude towards the younger ones, as they encourage them to take part in the activities and help them to complete these. They enjoy using their imagination when accessing the soft shape area, building tunnels and houses.

Children are able to relax or be active according to their needs. They have good opportunities to choose freely from the wide range of well-presented resources and enjoy taking part in creative activities, such as designing a treasure chest and making coins to go inside it. They talk excitedly as they discuss how to design the box and work together as they cover the large box. Children enjoy the free flow system in operation as there is direct access to the outdoor area. The children enjoy playing with the bikes, scooters and balls. Team games are also organised such as cricket and volley, to enable the children the opportunity to develop their physical skills and play collaboratively within a team.

Children understand the safety rules for the club and follow these very well. For example, they know only one child is allowed on the trampoline at a time and that they must not start jumping until all the zips are fastened. The staff are positive role models; they are attentive to the children and treat them with respect, which in turn encourages the children to learn to respect each other. The club has limited resources that promote equality of opportunity through positive images, however the manager discussed that they have recently received funding so that this is an area that they are now able to develop. Children's health is well promoted through good daily routines and clear explanations. Children enjoy daily exercise and healthy snacks. They understand and adopt good hygiene practices when they wash their hands before they eat or after using the toilet.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met